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ABSTRACT

Guidelines for developing a security system that promotes safe and vandal-free schools are offered to administrators in this handbook. Areas covered are: (1) a security checklist; (2) identification of security needs and development of an action plan; (3) a school incident reporting system; (4) comparison of a secure and a nonsecure school; (5) factors associated with school violence and vandalism and prevention techniques; (6) security options available for both grounds and buildings; (7) property identification and inventory control; (8) alarm systems; and (9) security personnel. A bibliography of reference materials is included as well as sample forms for reporting school-related crimes/incidents. (EM)

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SCHOOL SECURITY HANDBOOK

"GET A HANDLE ON A VANDAL"

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INTRODUCTION

Historically, school violence and vandalism have been considered troublesome, but hardly critical problems in our educational system. Virtually every school in America has experienced problems involving an occasional fight or broken window. These, however, were considered isolated incidents and regarded as unfortunate but tolerable facts of life for teachers and students. Disruptions of one sort or another were, and still are, part of the expected day-to-day educational routine of our public schools.

School officials are now, however, voicing great concern over escalating rates of violence and vandalism. They are also complaining about the related problems of weapons, drugs, loiterers and rampant absenteeism, which are found in any city, suburb or town, regardless of geographical location or per capita income. While not every school suffers from serious violence and vandalism problems, no school can afford to adopt the naive attitude that "it can't happen here." Unfortunately, it can happen and is happening in all too many schools.

In recent years, there has been much dialogue and research on the subject of school violence and vandalism. The problems of discipline, violence, vandalism and drug abuse in schools throughout the country, however, still exist and are at crisis levels. As indicated by Gallup polls of the past several years, these problems are among the top 10 concerns of educators and the public. Moreover, in a 1980 Gallup international poll 21 nations were surveyed as to their top concerns. Eight nations, including the United States, rated crime and violence among the top three concerns.

The increasing severity of the problem is further evidenced by the following facts:

- $80-100 million is spent annually on school vandalism in California, in comparison to $142 million spent on books.
- $1 billion is spent annually on school vandalism nationally.
- Many school districts are unable to buy fire insurance due to prohibitive rates caused by high-risk factors.

Additional supportive findings of the Safe School Study conducted by the National Institute of Education in 1977 include:

- The risks of assault and robbery to urban youngsters aged 12-19 are greater in school than out.
- In a typical month, at a minimum, 157,000 cases of crime and disruption occur in American public schools.
- Schools report 50,000 offenses a month to police.
- Schools do not report to police two-thirds of the assaults requiring medical attention.
- Almost three million secondary school students avoid at least three places at school because they are afraid.
- Almost half a million secondary school students are afraid at school most of the time.
- In a typical month, approximately 125,000 secondary school teachers are threatened with physical harm; and about the same number hesitate to confront misbehaving students for fear of harm to themselves.

- Annual replacement and repair costs due to school property offenses are estimated at about $200 million.
- According to a recent four-year period study, violence and vandalism has increased 273 percent for teenagers. There continues to be an upward geometrical trend, revealing an increasing epidemic of violence and vandalism.

Acts of violence and vandalism are occurring with more frequency and intensity than in the past. In some schools, problems have escalated to such a degree their effectiveness as learning institutions has been destroyed. The primary function of a school system is to educate its students. To accomplish this, the safety and security of students and teachers must be guaranteed.

The purpose of this handbook is to demonstrate school safety is the product of a well-managed security program. "Security" is defined as: "1. Freedom from risk or danger; safety. 2. Freedom from doubt, anxiety, or fear; confidence. 3. Anything that gives or assures safety. . . ." (Emphasis added.) (American Heritage Dictionary of the English Language - New College Edition. Houghton, Mifflin, Boston, 1980.) The development and implementation of an effective security program can and should be tailored to each individual school and community. It may be simple or highly technical. This handbook provides diversified information to allow for such considerations.

A proactive rather than reactive approach to school security is imperative. Actions which prevent teachers, students, administrators, parents, school personnel, security personnel, communities - and often, innocent bystanders - from becoming victims of school crime must be given the highest priority.

Schools must recognize and admit they have problems. They must not become defensive, fearing such admissions will negatively affect their image in the community. Safety and security of students, personnel, school facilities and equipment must become a priority. The problems will not go away by themselves.

This handbook, developed and published by our School Safety Center, encourages positive behavior and discourages opportunities for destructive, "wreckreational" acts. The ideas presented here will not be effective by themselves. They must be accompanied by strong administrative programs as well. The challenge of providing safe and vandal-free schools requires the best efforts of everyone involved, including school authorities, law enforcement agencies, school designers, community groups and students. The effectiveness of any program depends upon how much each participant contributes to its success.

George Deukmejian
Attorney General
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SECURITY CHECKLIST

Give your school a thorough crime prevention inspection now. Use this checklist as a guideline to determine your school's strengths and weaknesses. When your inspection is complete, you can make improvements by referring to the appropriate section of this handbook.

Organization	Yes	No
1) Is there a policy for dealing with violence and vandalism in your school? (The reporting policy must be realistic and strictly adhered to.)	___	___
2) Is there an incident reporting system?	___	___
3) Is the incident reporting system available to all staff?	___	___
4) Is there statistical information available as to the scope of the problems at your school and in the community?	___	___
5) Have the school, school board and administrators taken any preventive steps or anticipated any problems through dialogue?	___	___
6) Does security fit into the organization of the school? (Security must be designed to fit the needs of the administration and made part of the site.)	___	___
7) Are the teachers and administrators aware of laws that pertain to them? To their rights? To students' rights? Of their responsibility as to the enforcement of and respect for rules, regulations, policies and the law?	___	___
8) Is there a working relationship with your local law enforcement agency?	___	___
9) Are students aware of expectations and school discipline codes? Are parents aware?	___	___
10) Are there any actual or contingency action plans developed to deal with student disruptions and vandalism?	___	___
11) Is there a policy as to restitution or prosecution of perpetrators of violence and vandalism?	___	___
12) Is there any in-service training available for teachers in the areas of violence and vandalism and other required reporting procedures? (There must be training at all levels.)	___	___
13) Is there a policy for consistent monitoring and evaluation of incident reports?	___	___
14) Is staff trained in standard crime prevention behavior?	___	___

Existing security system	Yes	No
1) Have there been any security problems in the past?	___	___
2) Are there specific staff assigned or trained in security awareness?	___	___
3) Is there an existing alarm system?	___	___
4) Do you have intrusion-detection equipment? Have you consulted with an expert?	___	___
5) If you have an alarm system, do you as an administrator know its capabilities and limitations? Do teachers and staff understand the basic working of the alarm system, so as to prevent leaving the security areas in such a condition as to cause needless false alarms?	___	___
6) Do you have a policy as to alarm response and does everyone involved clearly understand their responsibilities?	___	___
7) Is the system centrally located?	___	___
8) Is it local?	___	___
9) Is it a police alarm?	___	___
10) Is there a policy for consistent maintenance and testing of the system?	___	___
11) Do some members of the custodial staff work nights and weekends?	___	___
12) Are valuable items of property identified?	___	___
13) Are valuables properly stored?	___	___
14) Are high target areas properly secured?	___	___
15) Is there a key control system?	___	___
16) Is there a visitor procedure?	___	___
17) Do students have I.D. cards or other identification?	___	___
18) Do all employees have I.D. cards?	___	___
19) Is there a policy for intruders, those who loiter or nonstudents on campus? (To insure a safe campus, violators should be arrested.)	___	___
20) Is there proper visibility of parking areas?	___	___

	Yes	No
21) Is there supervision in hallways, corridors and other congregating places for students between classes, at lunch and before and after school? (Teachers and staff must participate in supervision.)	___	___
22) Is the school designed with crime prevention in mind (landscaping, fencing, parking and exterior lighting)?	___	___
23) Is there a light/no-light policy for after school hours?	___	___
24) Whenever possible, is vandal damage repaired immediately?	___	___

Target hardware/perimeter

1) Is there proper fencing around adjacent areas and target areas?	___	___
2) Are gates properly secured with working locks?	___	___
3) Is the perimeter free of rocks or gravel?	___	___
4) Are signs properly posted as to rules and enforcement?	___	___
5) Are signs properly designed for crime prevention?	___	___
6) If there is exterior lighting, is it properly directed? Is there proper intensity? Are target areas well lighted? Are there shadows?	___	___
7) Are all grips, window ledges, roof accesses and other equipment that could be used for climbing properly secured?	___	___
8) Are all items removed from the building area which could be used to (1) break in or (2) stand and climb on? (Examples: lumber, ladders.)	___	___
9) Is the school designed for vandal-resistant walls?	___	___
10) Do the texture, color, etc., act to deter vandal activity?	___	___

Target hardware/exterior

1) Is there a key control system?	___	___
2) Are outside handles removed from doors used primarily as exits?	___	___
3) Are first floor windows nonexistent or properly secured?	___	___
4) Is broken window glass replaced with plexiglass or other break-resistant material?	___	___

		Yes	No
5)	Are school facilities kept neat and in good repair?	___	___
6)	Are schools sectioned off to limit access by evening users?	___	___
7)	Is after-hours use of playground facilities consistently and closely monitored?	___	___
8)	Are protective screens or window guards used?	___	___
9)	Can any door locks be reached by breaking out glass?	___	___
10)	Are your locks in good condition?	___	___
11)	Are doors equipped with security locks in mind?	___	___
12)	Are all exit doors secured by either deadbolt locks or chains and locks which will limit easy escape of vandals and/or burglars?	___	___
13)	Are locks maintained regularly and changed when necessary?	___	___
14)	Are doors constructed properly?	___	___
15)	Are door frames pry-proof?	___	___
16)	Are high target areas (such as shop, administrative offices, etc.) sufficiently secured?	___	___

Target hardware/interior

1)	Is school property permanently and distinctly marked?	___	___
2)	Has an inventory been made recently of school property?	___	___
3)	Are school files locked in vandal-proof containers?	___	___
4)	Are valuable items thieves can easily fence (such as typewriters, calculators) properly locked up or secured when not in use? (Valuable items should be stored in a security room or bolted down.)	___	___
5)	Is all money removed from cash registers?	___	___
6)	Are cabinets properly secured?	___	___

Security system

1)	Are there specific persons designated to secure buildings following after-hours activity?	___	___
2)	Is someone made responsible for overall school security procedures?	___	___

	Yes	No
3) Do job descriptions include vandalism prevention duties?	___	___
4) Are security checklists used by school employees?	___	___
5) Through as many channels as possible, are vandalism costs made known to taxpayers?	___	___
6) Do local law enforcement agencies help and advise on vandalism prevention?	___	___
7) Are administrators, teachers and students urged to cooperate with police?	___	___
8) Is evening and weekend use of school facilities encouraged?	___	___
9) Do law enforcement or security personnel monitor school facilities during school hours?	___	___
10) Do law enforcement personnel, parents or students patrol the grounds after school hours?	___	___
11) Are local residents encouraged to report suspicious activity to school officials or police?	___	___
12) Do students actively get involved in security efforts?	___	___
13) Are there emergency procedures for incidents, including fire and bombing?	___	___

Alarms

1) Is the entire system checked regularly or at least every six months?	___	___
2) Is the number of false alarms kept down to below two for any six-month period?	___	___
3) Can selected areas of the school be "zoned" by an alarm system which will indicate which area is being entered by the intruder?	___	___
4) If public utility power fails, is there back-up power to keep the system operating without generating an alarm signal?	___	___
5) Are suitable procedures established for response and turning on and off the system?	___	___
6) Are the alarms the self-resetting type?	___	___

WHAT CAN BE DONE/IDENTIFYING YOUR SECURITY NEEDS

Assessment

Most educators with responsibilities for school security problems probably never viewed security expertise as a necessary professional specialty within education. The average administrator or teacher today probably still thinks of security as a job for a heavy-handed vice principal, dean of students or the local "cops." However, school security responsibilities continue to increase. What do you do about them?

- Realize no problem is so great or any crisis so devastating it cannot be managed in some way.
- Realize the best problem management technique is to identify the components of a problem, plan a course of action, put the plan into effect, and then consistently monitor and evaluate the results of the action taken.
- Realize preplanning and anticipation are necessary ingredients to limiting school disruption and crime.
- If a school administrator is to control the educational environment, he/she must have information as to what is happening in his/her school. Being apprised of security incidents is the necessary first step in enabling him/her to respond in an appropriate manner to any given security problem.
  - An information system can range from "paper and pencil" or "blackboard" tallies to a fully computerized incident reporting system, which could be closely tied to various intrusion monitoring and detection systems. In this way, shifts in the "action" around school can be promptly reported and analyzed, and developing trouble more quickly anticipated in vulnerable areas. Alarms are costly. Once an assessment of needs is conducted, however, they might prove to be cost effective. For example, the reduction of crime at a school may lower insurance rates over a period of time. Thus, an alarm could be a beneficial dividend that would more than pay for itself. Also, computerized systems, with energy controls designed in, may result in substantial savings that could pay for system and maintenance costs.
  - Every information system must have a running daily account, consistent categories and be tallied at a permanent location. This ensures immediate access and retrievability.
  - A standard form for reporting school crime should be developed in each school district. In California, Assembly Bill 72 requires each school district to report incidents to the county office. (See Appendix A.) The statewide totals will be collected by the Department of Education.

Developing a school incident reporting system

Standardized reports should be prepared on all school-related accidents resulting in injuries which require medical attention and/or damage to property, equipment or facilities. In addition, every school system should have a standardized reporting system for all criminal incidents which take place on school property or which involve school-sponsored activities, whether on or off school property. One composite form may be developed to report criminal acts, less serious incidents and accidents. Such would be designed to facilitate rapid, accurate and complete recording, as well as easy summary and analysis. There are a variety of different formats available; however, the

information contained in the report should be standardized. As a rule, each criminal report should contain the following:

- Date, time and specific location of incident.
- Date and time report was filled out.
- Age, sex, race and status (teacher, student, outsider, administrator, etc.) of persons involved in the incident.
- Full description of incident.
- Full description of suspect(s).
- Names of witnesses.
- Statements concerning intent.

Sample forms used by various districts, which may be helpful as guidelines, are found in Appendix B.

Security reports may also be used to:

- Initiate administrative action.
- Provide records of investigations for school security purposes, as well as student suspensions and expulsions, preceding civil action.
- Provide leads for further investigative action.
- Answer public and media inquiries.
- Assist in prosecution and/or defense of a criminal case.
- Provide information to use as a baseline for development of new crime prevention programs.
- Provide detailed information in injury and other liability situations.
- Provide evaluative information for monthly, quarterly and yearly reports to the superintendant and local and county boards of education.
- Gain an overall perspective for the purpose of identifying trends.

Information necessary for accurate reporting

To simplify reporting, incidents can be broken down into crimes against persons and crimes against property.

Crimes against property might include:

- Arson.
- Bombings and bombing threats.
- Burglary.
- Theft of school property.
- Theft of student/teacher property.
- Theft by employees.
- Vandalism.
- Trespassing/loitering.
- Disturbance and disruptions.
- Duplicating school keys.
- Parking violations.

Crimes against persons might include:

- Assaults.
  - Student on student.

  - Student on teacher.
  - Outsider on student/teacher.
- Robbery.
- Attempted robbery.
- Extortion.
- Attempted extortion.
- Narcotics violations.
- Sex offenses.
- Carrying of weapons.

In addition to maintaining records of the above incidents, be aware of other precrisis indicators, such as:

- Unusual absentee rates.
- Class cutting.
- Uncontrollable rumors.
- Racial incidents.
- Presence of hate or underground literature.
- Disproportionate number of disciplinary actions.
- Increased incidents on buses and bus routes.
- Increased conflicts relating to hair styles, clothing, food service, etc.
- Parents coming to school to withdraw their children in fear of what might happen.
- Children not coming to school out of fear.
- Clustering of groups (gangs).
- Graffiti problems.

No one indicator is enough for making an accurate assessment of the emotional climate of a school. Taken together and with proper analysis, however, these indicators will demonstrate the total range of problems and assist in the development of an effective, proactive security system.

What the information may tell you

By maintaining records of reported incidents, it is possible to initiate preventive measures on the basis of past experience.

A high incidence of crimes against property, for instance, may indicate:

- Need for a burglar alarm system.
- Need for key control.
- Need for increased patrol at nighttime by police.
- Need for security personnel.
- Building is not being properly secured.
- Need for increased exterior lighting.
- Need to initiate educational programs to combat theft, arson and burglary.
- Need to involve parents and community in finding solutions to security problems.

An increase in crimes against persons, for instance, may indicate:

- Need to control the number of intruders on campus.
- Need to alleviate racial tensions.

- Need for open communication.
- Need to deter individuals or groups of people from disrupting the educational process.
- Need for security personnel.
- Need to involve teachers in active patroling of problem areas, such as hallways.

If a school administrator is in a position where he/she is able to predict what can reasonably be expected, he/she is then in a position to activate security systems which may prevent a major confrontation from developing.

Action plan

Every school should have an action plan to prevent any situation from getting "out of hand."

The development of such a plan should involve:

- Dialogue about the school and potential or existing problems.
- Evaluation of problem areas from incident reports.
- Identification of existing resources.
- Strategy to use existing resources to accomplish a desired outcome.
- Evaluation as to whether to form interagency group (police, teachers, parents, students, business, etc.) or some form of advisory group to assist in dealing with the problem.
- Assessment of equipment or other materials which may be needed.
- Development of a consistent policy for school administrative staff determining how to handle security incidents. Consider:
  - Are existing school personnel utilized?
  - Are the police called?
  - How are students handled?
  - What legal rights do school personnel have?
  - What legal rights do students have?
  - How are resources withdrawn?
  - Is there sufficient follow through?
- Development of strategies that allow for proactive rather than reactive response, thus minimizing victimization.
- Consideration of district and countywide in-service training on school violence and vandalism issues for all school personnel.

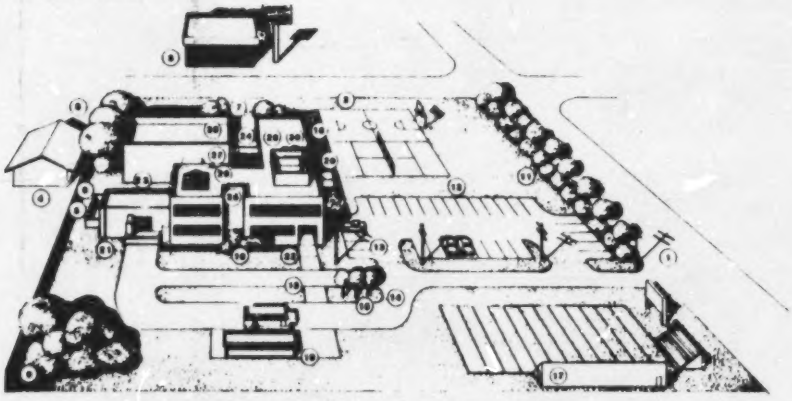
The idea of risk management is an essential component to any action plan. "Risk management" involves identifying the areas of vulnerability. Such a conceptual framework facilitates taking an active approach, making appropriate decisions and includes: (1) anticipation of a risk; (2) recognition of a risk; (3) appraisal of a risk; and (4) action initiated to respond to a risk.

It is recommended school districts having questions about specific procedures or legality use the following resources: (1) Law in the School, A Guide for California Teachers, Parents & Students, prepared and distributed by the California Department of Justice; (2) California Laws Relating to Minors, Dale F. Ely and Associates, distributed by Law Distributors, Gardena, California; or (3) contact your local law enforcement agency, probation department or district attorney.

SECURE/NONSECURE SCHOOL

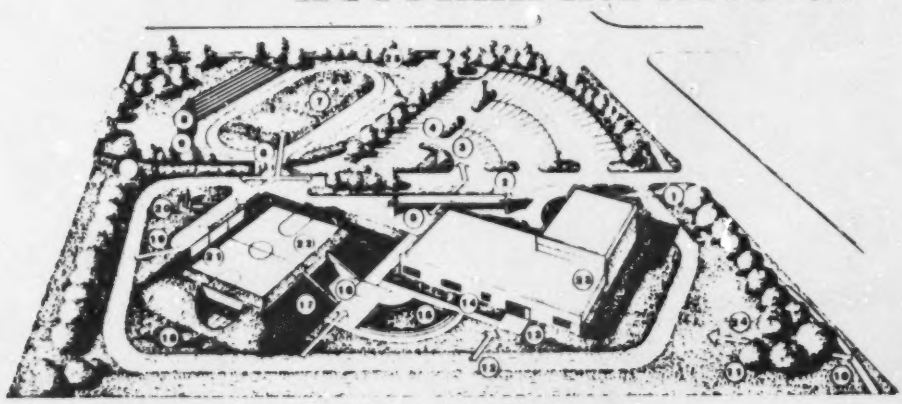
The following graphics will illustrate the difference between a secure and nonsecure school site. Such an inventory can be done at every school. The results will provide the information necessary to take appropriate action.

PROBLEMS



1. Poor visibility at entry to site.
2. Easy vehicular access onto grounds.
3. Off-site activity generator.
4. Inadequate distance between school and neighbors.
5. Easy access hiding places.
6. Area hidden by planting.
7. School adjacent to traffic hazard.
8. Portion of building inaccessible to emergency vehicles.
9. Secluded hangout area.
10. Vegetation hides part of building.
11. Site not visible from street.
12. No barrier between parking and lawn.
13. Gravel in parking area.
14. Dangerous vehicular circulation.
15. Trees located where visibility required.
16. Pedestrian/vehicle conflict.
17. Structure provides hideout.
18. Building walls subject to bouncing balls.
19. Parts of bus shelter not visible.
20. Mechanical equipment accessible.
21. Stacked materials and downspouts provide roof access.
22. Recessed entry obscures intruders.
23. Portions of building not visible from vehicle areas.
24. Walkway roof access access to building roof.
25. Recess hides vandals.
26. Skylight provides easy access.
27. Enclosed courtyard conceals vandals.
28. High parapet hides vandals.
29. Mechanical screen conceals vandals.
30. Access through equipment.

RECOMMENDATIONS



1. Clear visibility at main entry.
2. Vehicles and pedestrians separated.
3. Parking visible but not convenient for racing.
4. Solid paving (no projectiles).
5. Bus shelter interior visible.
6. Access to sports areas controlled.
7. All of athletic area visible from key locations.
8. Seating built into hillside.
9. Fencing concealed in landscaping.
10. Perimeter pathway encourages jogging and pet walking.
11. Trees large enough to withstand minor abuse.
12. Perimeter emergency lane.
13. Earth mounds protect lower walls.
14. Low bushes against building.
15. "Hangout" provided for students.
16. Access points well lighted when in use.
17. Earth-sheltered buildings where windows not needed.
18. Plants in clusters rather than individually.
19. Key points visible from observation node.
20. Artwork which can stand use.
21. "Basq boards" for bouncing balls.
22. Maze access to fenced areas.
23. Low parapets.
24. Clear view through lower area of trees.
25. Site visible through landscaping.

Factors associated with school violence and vandalism

Schools are easy targets for vandals. Most are public, secular and often unoccupied. Statistical analysis has shown there are certain consistent factors associated with school violence and property loss. These factors should be considered in any security planning:

- The principal's firmness in enforcing rules and the amount of control in the classroom - The more firmly a school is run, the lower the incidence of violence.
- Fairness in the enforcement of rules - The absence of fairness, as perceived by students, seems to provoke violence.
- The crime rate and the presence or absence of fighting gangs in the school's attendance area - It seems that the more crime and violence students are exposed to outside of school, the greater the violence in the school.
- Residential concentration around the school - The school's proximity to students' homes may make it a convenient target for vandalism.
- The presence of nonstudent youth around school - These youths often cause problems and they increase the school's risk of property loss.
- Family intactness and family discipline - Schools having higher proportions of students from families in which both parents are present, and in which discipline is firm, suffer less property loss due to vandalism and other offenses.
- School size - In larger schools, where there is more to steal or destroy, property losses will be higher.
- Rule enforcement, classroom control and nonclassroom supervision - Again, the more firmly a school is run, the fewer offenses it has.
- Coordination between faculty and administration - Good coordination helps reduce the incidence of crime.
- Hostile and authoritarian attitudes on the part of teachers toward students - These attitudes often cause students to "take it out" on the school.
- The size of classes and the number of different students taught by a teacher in a week - The implication is not only that teachers have better control over smaller classes, but more continuous contact with the same students helps reduce violence.
- Students valuing their teachers' opinions of them - Schools in which students identify with their teachers have less vandalism.

Prevention techniques

Statistical analysis indicates there are techniques which have made some schools less vulnerable to vandals. These are especially effective against problems occurring during nonschool hours. They include:

- Keeping the school occupied.
- Keeping the school watched.
- Controlling access to the school.
- Designing or modifying the school with crime prevention in mind.
- Repairing any damage immediately.
- Working with the courts and local law enforcement.
- Considering restitution/prosecution.

FROM A-Z IN SECURITY/OVERVIEW OF OPTIONS AVAILABLE

Once the problems have been identified and an action plan developed, the style by which and to what extent the problems will be resolved can be decided. The purpose of this section is to provide an overview and explanation of all the alternatives available, from the simplest to the most complex. The objectives are: (1) to introduce crime prevention terminology and equipment; and (2) to demonstrate that with planning, competent decisions pertaining to school security can be made.

This section will cover the areas of target hardening, building security, security personnel and other considerations.

TARGET HARDENING:

Target hardening programs attempt to make schools less physically vulnerable to damage and, therefore, are the front line of any prevention process. Target hardening measures hold promise for reducing deliberate damage and also much accidental destruction. Proper building materials, with security in mind, should be used in all new construction and renovation work. Nonsecure doors and window frames offer little or no obstacles to the criminal or vandal. Buildings should offer the criminal or vandal a minimum number of illegal entry/exit points.

The perimeter - your first line of protection

- If there is a choice, schools should be located in areas where they are visible from neighboring homes and businesses.
- Frequently, part of a school is hidden by other buildings, equipment or plants. Unobstructed views are desirable for all areas. To maximize visibility, trees should have lower limbs removed and shrubs should be limited to low ground cover or grass.
- Entries, loading docks, administrative offices, windows and skylights should be visible from the street or protected by special means.
- All points of entry must be properly secured. Convenient vehicle access around buildings for nighttime surveillance and fire access should be provided.
- Blind spots provided by doorways, fences, support buildings and landscaping should be minimized.
- Keep schoolgrounds free of gravel or rock surfaces.
- Instead of free-standing directional signs, consider signs painted on the curb or street.
- Dumpsters should be placed far enough away from the building so that they do not serve as ladders to upper floors or roof.
- Meters, transformers, valves and other mechanical or electrical devices should be placed in lockable, recessed vaults or within the building.
- Flagpoles should be mounted on roof or have nylon-covered wire halyards and locked cover boxes for halyard cleats.
- Roof access should be limited by securing exposed drains, window frames, stored items, decorative ledges, vehicles and anything else a person can grasp or climb on.
- Limit walkway cover near the second floor windows.

Parking areas:

- Parking lots should be laid out in a pattern which discourages through-traffic cruising.
- Reducing large parking lots to smaller units will help reduce the impersonality that encourages vandalism.
- It may be advisable to mix faculty and student parking. Designating a parking lot as "Faculty Only" can make cars parked there sure targets for theft and abuse.
- Designate a specific area for motorcycle parking.
- Students should not have unlimited access to their cars during school hours. Entries and exits should be provided with strong, lockable gates. A separate lot could be provided for students who require unusual access times. All areas should be properly identified with signs and appropriate regulations.
- Gates and removable bollards can be used to restrict unwanted traffic from walks and driveways. Gates must be constructed of heavy-duty materials with the main cross-bar above bumper height to discourage forced entry by cars.
- Location of parking lots should allow for easy, direct, visual observation.

Playgrounds:

- Open expanses of grass, cinder tracks and tennis courts seem to attract automobiles and motorcycles. Spinning tires dig deep ruts in grass, chew up tracks and leave skidmarks and oil droppings on paved areas. Vehicular access must be restricted or eliminated from these areas.
- Playgrounds should be planned with separate areas of activity to keep vehicles out of sports and play areas and to restrict entry to other unauthorized areas. Retaining walls, landscaping and steep slopes or berms are often used, but probably the most common and practical method of achieving separation is with chain-link fencing.
- Playgrounds should be fenced off from the main school building so the school building areas are off-limits during all nonschool hours.
- Fence gaps should be used to allow access for after-hours use of the playgrounds.
- Consideration should be given to student "hangout" areas. These areas often produce litter and wear, provide opportunity for graffiti, establish places for smoking, drinking and drug use or provide a setting for conflicts or assaults.
- Consideration should also be given to bicycle racks, as bicycles are becoming an increased target for theft and vandalism. Bicycle areas should be securable and monitored.
- Playground equipment should be located where there can be good visual surveillance by school staff, neighbors or police patrol.
- Playground equipment should be durably constructed with a minimum of parts, with tamper-proof fasteners, set screws or tack welds on bolts. Wooden members should be treated with fire-retardant material.
- One of the most rewarding and satisfying ways to create a playground is to let students, parents and school staff design and construct it themselves.
- Drinking fountains are a natural source of horseplay. If they cannot be avoided, recess them into the exterior wall rather than having free-standing fountains.
- Trash cans should be securely anchored to holders or anchor posts to prevent overturning or stealing.

- Signs made with raised metallic or wooden letters are an open invitation to theft. Letters should be embossed or enclosed in concrete or other sturdy material and the sign placed above reachable height.

Landscaping:

- Trees should be kept at least 10 feet from a building to prevent window and roof access.
- Trees should be trimmed to permit cross-campus visibility. All trees should be capable of being limbed up to eight or nine feet above ground cover without destroying their form.
- Shrub planting should be done in large masses. Groupings are less attractive to abuse than single shrubs.
- Shrubs with tough, flexible stems and limbs, such as thorny shrubs, are best.
- Generally, shrubs should attain mature heights of no more than two to four feet.
- Paving and good ground cover should be used for the entire site.
- Prickly plantings should be placed next to walks and buildings to channel pedestrian traffic.
- (Some nursery associations can provide recommendations of plants and trees suitable for crime prevention planning.)

Fencing and gates:

- Fencing or gates, except for special areas such as utility locations and athletic fields, should be used with discretion. If used, chain-link fencing should be the primary material to maintain visibility.
- High perimeter fencing with gates should be placed around all construction sites near existing facilities.
- High perimeter fencing with gates should be placed at all walks and drives.
- Chain-link fencing adjacent to the school building should have barbed wire at the top so that it does not serve as a ladder to upper floor or roof.
- Gates should have heavy-duty padlocks.
- Gate locks throughout a district should use common keys which will permit security personnel, firemen and maintenance people to enter with minimal delay.

Exterior lighting:

- Break-resistant lenses should be used.
- All wall-mounted or free-standing lights should be placed a minimum of 12 to 14 feet from the ground. The light standards should be constructed of either galvanized steel or concrete.
- Whether to illuminate buildings, school drives, walkways and parking lots, or employ other security measures without lights, is a decision that each school district will need to discuss. Alternatives may include lived-in on-site trailers; an intrusion system that can activate lights as necessary; having law enforcement officers occupy the school at nights to do their reports, etc.; or maintaining a school security police force that actively patrols the area.
- If lighting is used, it should be directed at the facility if the building is to be patrolled from the exterior, or directed to illuminate the grounds around the facility if the building is to be patrolled from within.

Also:

- Potential points of access into the building, such as the main entrance, side entrances, delivery entrances, etc., should have increased levels of illumination.
- There should be automatic controls for light fixtures.
- Lights should be either sodium or mercury vapor lamps (for cost efficiency and better illumination).
- Lighting should reduce shadow areas and provide illumination without glare.

Building design and environment:

- An institutional appearance should be avoided. This can be accomplished by tasteful selection of finish textures and colors.
- There should be a minimum of ornate nonfunctional building decoration to reduce replacement costs.
- A compact building design should be utilized.
- There should be a decentralization of administrative and other offices.
- Walls should be designed to prevent roof access.
- Wall-mounted fixtures should be flush or recessed to eliminate handholds for climbing.
- Walls should be a minimum of 12 feet high and made of mar-resistant materials.
- Roofs should be made of fire-resistant or retardant material.
- Halls, stairwells and corridors should be designed for high visibility observation.
- There should be no half-walls or free-standing walls connected to the buildings.

Visitor control and access:

- The entry and movement of persons on schoolgrounds and within school buildings should be controlled and supervised.
- All regulations should be in writing.
- One entrance should be designated for anyone coming onto campus during school hours. This should be clearly posted and enforced at each entrance.
- A monitoring sheet for signing in and out should be kept daily.
- In large schools, I.D. cards or other identification is recommended. These should be checked regularly.
- Any visitor not admitted by the above process is unauthorized and should be dealt with accordingly.

<u>Building security - your second line of protection</u>

The building is the vandal's primary point of attack. You can reduce vulnerability by hardening the target. Every opening in the building is a potential point of illegal entry.

Doors - including frames, hardware and locks:

- Building access requirements should be carefully evaluated. The fewer doors - especially those equipped with lock sets - the fewer security problems are apt to arise. Doors that are key controlled should be equipped with contacts for alarm purposes.

- Exterior doors used primarily as exits do not need handles and locks on the outside.
- Doors should be constructed of steel, aluminum alloy or solid-core hardwood. If necessary, glass doors should be fully framed, burglar-resistant tempered glass.
- Double doors should be secured with heavy-duty, multiple-point, long flush bolts.
- All exit doors with panic push-bars should also be equipped with deadbolt locks to prevent easy exit by the criminal/vandal.
- There should be no recessed doorways.
- Interior doors should be equipped to prevent the criminal/vandal from locking hall doors from inside a classroom or office, thereby slowing down the security officers' pursuit/search.
- Door hinges should have nonremovable pins.
- Locks should be placed on all doors to high risk areas.
- There should be no surface-mounted locks or locks having knob-mounted key access.
- Exterior doors should have as little exposed hardware as possible.
- If lever handles are required, recurve handles can be used or pulls can be installed that are designed to reduce pry-bar opportunities.
- Door frames should be constructed of pry-proof metal.
- There are newer squeeze-bar units, referred to as "panic hardware," which have no exposed bar to pry or bend. These should be flush-mounted push type. "Panic bars" should be protected by "pick plates."
- Pick plates are easily installed door security devices that can prevent tools and plastic cards from releasing the bolt.
- Heavy-duty mullions (vertical strips dividing panes of windows) or astragals (narrow moldings) can be used on the inside of double doors.
- Exterior swinging doors should have a minimum one-inch deadbolt lock, with:
  - One-inch throwbolt with a hardened steel insert.
  - Free-turning steel or brass tapered guard.
  - Double-cylinder locks where glass is located within 40 inches of the locking mechanism.
- The armored strike plate should be securely fastened to the door frame in direct alignment to receive the latch easily.
- Attractive, but sturdy, kickplates can be used to minimize damage to doors.
- Heavy-duty metal or solid-core wooden doors should be used at entrances to classrooms containing expensive items, storerooms, custodian's rooms and all interior doorways with doors.
- There should be fire doors in appropriate locations.

Windows:

- Broken windows are one of the most costly items of vandalism. Careful consideration needs to be given as to the location, the size and the necessity of windows.
- Avoid placing windows lower than three feet from the floor unless they are protected in some manner from active feet.
- If possible, ground floor windows should be eliminated.
- No windows which open should have crank and worm gear.
- Windows should be kept away from exterior play or gathering areas.
- Windows placed at the ends of hallways are especially susceptible to damage by items thrown or kicked down the hall.

- Windows should be minimized in size and not have large panes. Keep individual sash size to six square feet.
- Window frames should be installed with putty on the interior.
- Lexan, polycarbonate, fiberglass and other hard, scratch-resistant coatings are being used for windows. These are, however, more expensive than glass, are easy to scratch and are vulnerable to burning.
- Break-proof plastic windows are being used to cut property loss.
- No breakable glazing should be used on any windows. Extruded aluminum glazing stops and mounting tapes or pop rivets should be used. Construction sealants are better to use than glazing putty.
- Where constant window breakage is experienced, wire mesh security screens or grillwork can be used. Grillwork, if carefully designed, can be attractive and not convey a prison-like atmosphere. Many fire codes limit the use of wire mesh. Check your code prior to installation.
- It is extremely important that broken windows be repaired as soon as the vandalism is noticed, thus removing the perpetrators' handiwork from display and discouraging future damage.
- Avoid using sliding windows and casement windows, as there are significant security problems associated with them.

Key areas and items to secure:

The same principles used for locks, doors and windows should be employed in the following places, except that avoidance of windows and key control are priority considerations:

- No money should be left in cash registers. Drawers should remain open when empty.
- All cabinets should be locked when not in use.
- Lavatories:
  - Toilet partitions and their doors will be more vandal resistant if they are constructed of laminated plastic that has graining a mixed dark color.
  - To avoid damage to piping, conceal as much as possible in a chase.
  - Use concealed and automatic flush valves.
  - Avoid use of tank-type flushing devices.
  - Alternatives to plate glass mirrors are available, and avoid using windows for ventilation. Bottoms of doors can be fitted with grills, if code allows.
- Cafeterias/multipurpose spaces.
- Administrative offices.
- Safes and vaults.
- Typewriters.
- Science laboratory.
- Music and arts/crafts rooms.
- Shops.
- Student store/supply rooms.
- Libraries and study centers.
- Gyms and locker rooms.
- Service areas:
  - Custodial supply storage.
  - Mechanical and electrical rooms.
  - Educational supplies.
  - Food service areas.
  - Grounds equipment storage.

Property identification and inventory control:

- By permanently marking each item with an identification number, school equipment becomes less attractive to thieves. If any item is stolen, the I.D. number makes it easier for law enforcement to recover it.
- In addition to a number, another identifying mark (usually the abbreviation of the school's name) should be added.
- Items that should be marked include frequently stolen items, such as calculators, typewriters, audio-visual equipment, laboratory and shop equipment, food processing equipment and tools.
- Electric engraving tools to mark school property can frequently be borrowed free of charge from local police departments. The police also make logos and small warning stickers available.

WARNING
OPERATION I.D.
All items of value on these premises have been marked for ready identification by Law Enforcement Agencies.
SPONSORED BY THE ATTORNEY GENERAL'S CRIME PREVENTION CENTER, STATE OF CALIFORNIA & CALIFORNIA CRIME PREVENTION OFFICERS ASSN.

- An itemized inventory of all school equipment should be maintained. This inventory should include the serial numbers of all equipment.
- Periodically, a physical accounting of each piece of equipment listed should be conducted.

Key control:

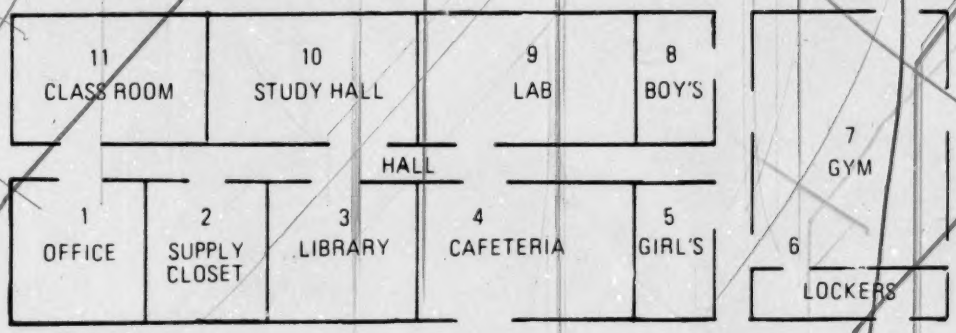
- Strict control and proper maintenance of all keys are essential to school security. Key control must be mandatory in any security program. One of the better systems developed comes from Kentucky (Vandalism and Theft in Kentucky Schools; Volume II, School Security and Control; Kentucky Department of Justice, Office of Crime Prevention) and is as follows:

"a. The responsibility for lock and key control is assigned to a single individual;
"b. All file keys and duplicates are kept in a steel key-cabinet, under lock and key;
"c. All keys are maintained and issued with strict supervision, including the requirement that each key issued must be signed for (using key-receipt tags);
"d. Master keys are kept to a minimum and are retained by top administrative personnel only (principal, assistant principal and maintenance supervisor);
"e. Appropriate fines or penalties are enforced when an employee loses a key;
"f. Employees are never permitted to have a duplicate key made on their own;
"g. Keys are always collected from employees who terminate or transfer;
"h. All keys are collected and logged at the conclusion of the school year; the key-control system is re-evaluated; inadequacies corrected, before keys are reissued;
"i. Tumblers in vital locks are changed if keys are permanently lost or stolen."

Key control system for schools:

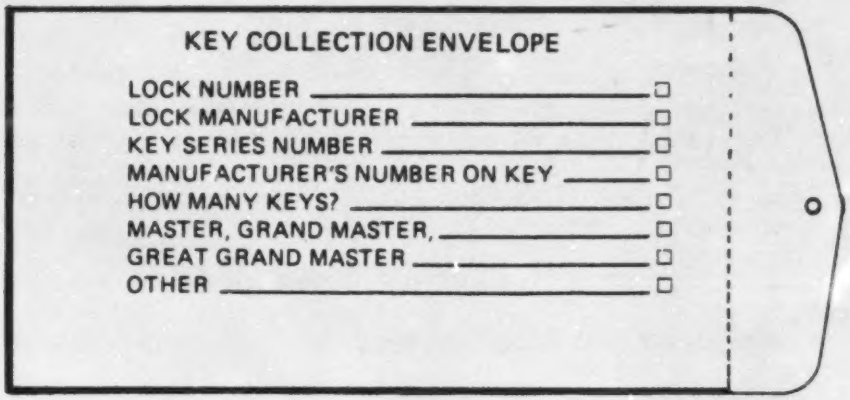
Follow each step below in setting up a key control system.

Step 1: Diagram and number



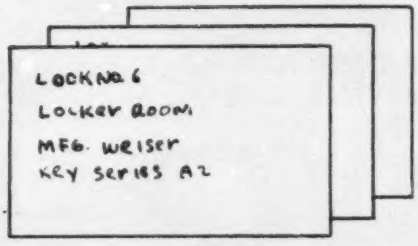
Make a complete diagram with each lock (doors and cabinets). Assign a number to each lock, beginning with 1, 2, etc.

Step 2: Collect all keys in envelopes



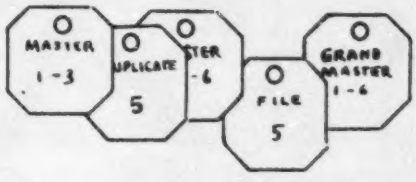
An envelope should be provided for each set of keys, numbered by lock. Include information as illustrated. Note any lock which must be replaced or rekeyed.

Step 3: Index keys



Transfer the information on Key Collection Envelopes to 3 x 5 index cards.

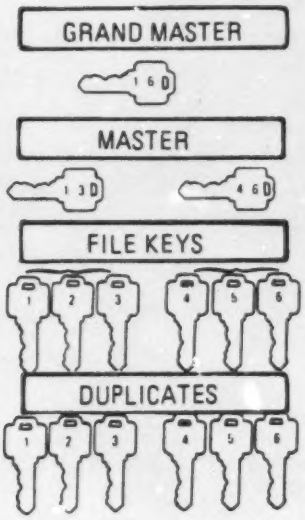
Step 4: Tag keys



Tags should be completed for each key. One key per tag.

Key distribution:

Master or Grand Master keys should never be loaned.



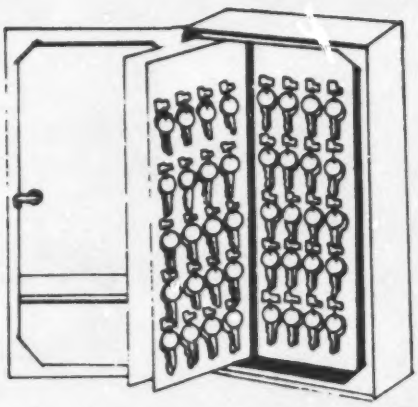
Opens all doors in this series. Highly restricted for exclusive use of school administrator and maintenance supervisor.

Restricted to open certain doors in the series. Usually assigned to custodial personnel on an assignment basis.

Restricted - never used to open doors - used only to make duplicates.

Assigned to teachers or other personnel for specific restricted use.

Step 5: Hang keys in key locker

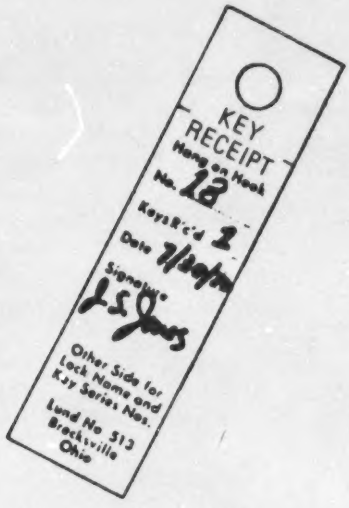


The Key Locker should be secured on the wall of the principal's office or of another designated administrator's office.

One hook for each set, numbered by lock.

Separate hook for each Master.

Step 6: Issue key with signed receipt



For each key issued (assigned or loaned temporarily) a Receipt Tag should be completed and signed by the borrower.

The Receipt Tag is then hung on the hook from which the key was taken. When the key is returned, remove the Receipt Tag.

Note: Lock companies and manufacturers of key lockers often furnish key collection envelopes, key tags.

Building security systems

There are various kinds of security systems from the most basic "neighborhood watch" to complex, comprehensive alarm systems. The following outline describes three levels of security systems - basic, intermediate and advanced:

Basic or mimimal security system considerations:

- Law enforcement agencies can monitor alarms for schools.
- For those who still do not want to pay for alarms but (1) see the need for security or (2) want to take preventive measures so that security violations will not occur, the following can be done:
  - Dialogue with teacher, staff, students and police as to preventive measures that can be taken to avoid any violence/vandalism problems.
  - Have a schematic map of the entire school so that all areas are evaluated.
  - Begin an incident reporting system for analysis of target areas and scope of the problem.
  - Law enforcement use of schools at night.
  - Develop a contingency action plan.
  - Neighborhood vandal watch.
  - Repair, replace, remove program.
  - Prosecution/restitution.

Intermediate security system considerations:

- A commercial alarm company can provide monitoring services, call the appropriate law enforcement agency and contact the school administrator to provide keys.
- Law enforcement agencies can monitor alarms.

- Hiring campus security personnel specifically to deal in the daytime with school problems.
- Installation of alarms and intrusion equipment in critical access and targeted areas.
- Increased adult presence in troubled areas during school hours.
- Increased police surveillance of specific problem areas at night.
- Monitoring of reports.
- Repair, replace, remove program.
- Develop action plan to educate staff. Include all personnel.
- Erection of barriers.
- Architectural modifications.
- Live-in custodians or lived-in trailers. (There is debate in this area. Some authorities feel they have little to no value, while others recommend them highly.)
- Prosecution/restitution.

Advanced security system program:

- Permanent security force with the alarms monitored in their security office.
- Security surveillance patrol day/night.
- Security campus officers.
- Security response/apprehension/arrest.
- Knowledge that members of security force are highly trained, professional peace officers who can fully deal with all security needs.

It should be noted here that highly trained campus security officers are much more preferable than either custodians or lay personnel assigned to specifically supervise the campus. The latter have minimal, if any, law enforcement background, and the low salaries often attract unqualified or unreliable security staff. It is an alternative that is less costly, but also less efficient. All factors must be considered from a long-term perspective, not just for the short-term. In any case, all personnel should be provided comprehensive training in which the scope of their duties and legalities of their positions are thoroughly taught. Anything less could be detrimental to the school and the community.

Is an alarm system needed?

An alarm system is not a security system. An alarm is merely part of an entire package which includes hardware, construction and design. Alarm systems are only as good as those who are responding to them, and they should be installed with careful consideration. Rarely is a system necessary to protect each and every location within a school.

Advantages

- Properly working alarm systems reduce burglary, vandalism and fire losses.
- Knowledge of the presence of alarms will often deter criminals. An effective response to alarms will result in apprehension of criminals, thus involving the criminal justice system and increasing the probability of restitution.
- Alarms protect property after hours when staff has left.
- Several districts can share costs of monitoring to reduce investment and continuing expenses.

- A fast response time often allows law enforcement to apprehend a suspect while in the building or on the premises.
- Variation in number and types of systems available allow an almost limitless array of capabilities from security to utility reduction.

Disadvantages

- Alarms limit open use of buildings by staff during nonschool hours. An administrative key holder must take responsibility for providing 24-hour response in order to reset the alarm and allow police entry to investigate.
- The size and complexity of most schools make alarm system costs high, especially if comprehensive protection is desired. Improperly designed or applied systems can be costly and troublesome due to false alarms.
- It is sometimes difficult to adapt alarms to the physical characteristics of any building.
- Require constant monitoring.
- Many jurisdictions now have ordinances which result in fines for false alarms. Excessive false alarms can affect relations with local law enforcement also.
- Monitoring and repair service are continuing major costs.
- Over-reliance on the system can create a false sense of security as no alarm system is 100 percent reliable. (The security departments for San Diego, Los Angeles, Oakland, San Bernardino and Huntington Beach city schools have very accurate and comprehensive systems. Information on their systems is available from those school districts.)

Implementation considerations:

An alarm system should not be designed by a commercial alarm distributor or manufacturer. Alarm specifications can best be drafted by an independent consultant or security specialist. Good sources of such advice include: (a) school security directors; (b) local law enforcement crime prevention officers; (c) plant maintenance directors; and (d) a qualified private security consultant who is not associated with any single manufacturer or agent.

Once the basic system requirements have been specified and outlined, alarm companies can be approached for equipment demonstrations and prices to meet the program requirements. All equipment considered should be U.L. approved.

Security needs for school buildings will vary widely, from the highly concentrated facilities in a large metropolitan area to the widely dispersed facilities in a rural area. These locations will affect the design of the entire system; however, monitoring the alarm and responding to the alarm will be the most significant concerns. The fundamental concepts of monitoring and responding to an alarm are as follows:

- Monitoring of an alarm must be continuous when in the secure mode.
- There should be a rapid response by persons trained in apprehension and arrest procedures when the alarm is activated.
- Any security system must include other communication equipment, such as pagers, walkie-talkies, etc.
- Someone must respond with keys to the facility and have the ability to reset the alarm after the alarm has been activated.

Alarm systems at a glance

The following discussion will provide a brief overview of alarm systems now available and how they operate:

System operation overview:

Control panel -

- The power source should be self-contained and have a back-up system.
- Control box keys should be held only by the principal, vice principal or head custodian. If there are district security or alarm maintenance personnel, they should have keys. All personnel should be trained thoroughly as to the system's operation so that, in the event of an emergency, they can respond if necessary.
- Local, audible alarms require resetting once they are activated. The controls should allow the alarm to continue until it is turned off and reset. This should also guarantee investigation of the alarm cause. Automatic bell shutdown and reset timers are also available.

Annunciation/transmission system:

An alarm signal must initiate a response. This is the function of annunciation. One of the following choices should be applicable. They are listed in descending order of security.

- PROPRIETARY TERMINAL - The school district is totally responsible for alarm monitoring. The district provides facilities for monitoring panels and hires the personnel. All alarms are fed to this proprietary station.

Pro:	Con:
Most reliable. Can be interfaced with other systems.	Salary expense.

- DIRECT CONNECTION - Alarms go directly to local police or fire station.

Pro:	Con:
Lowest expense for small systems over short distance.	High expense for large systems.

- COMMERCIAL CENTRAL STATION - Alarms are directed to a professional monitoring service.

Pro:	Con:
Can provide professional service for school just implementing system.	Reliability/response factors.

- ANSWERING SERVICE/DIGITAL DIALERS - Alarms sent by telephone dialers are received by this 24-hour service.

Pro:	Con:
Has much use - fire, intrusion, robbery.	High maintenance factor.

- RADIO FREQUENCY - Transmitter transmits radio signal to central station, notifying of a problem.

Pro:	Con:
No line costs. Can operate independent of telephone system.	Frequency subject to atmosphere.

- MICROWAVE - High-frequency transmission signal.

Pro:	Con:
More concealable.	Most expensive of all.

- LOCAL ALARMS - A bell, horn, siren or light on the premises is activated by the system with the intent of alerting neighbors and passers-by and frightening away the intruder before he has completed his objective. The sound emitted should be different from school bells and fire alarms.

Pro:	Con:
Lowest cost.	No reliability of monitoring.

RESPONSE:

- The alarm should elicit a response by (1) law enforcement or fire protection; (2) school security; or (3) administrative personnel - depending upon what personnel members are part of the system.
- In no case should an answering service or control station respond.
- In the case of a local alarm, neighbors must be made aware that there is a local alarm and that their cooperation in reporting to the police or fire department is necessary.

Intrusion/detection devices:

Building surfaces/door switches -

- KEYED OUTSIDE DOORS - Only the keyed outside doors in each building need to be protected by detection contacts if nonkey-operated doors have been properly secured. These contacts will activate the alarm when the door is opened. These contacts are often mechanically or magnetically activated.

Pro:	Con:
Generally, intruders will exit through a door.	Will not detect broken windows or exits through windows.

- WINDOWS - School windows are difficult to protect by an alarm system because of cost and vulnerability to tampering and false alarms.

Interior spaces - Many types of detectors are available and do a good job when the right sensors are used for specific locations. It is likely that the specific needs of the various locations will require using a combination of intrusion detectors. The choice of these detectors should be made by a security specialist.

- PHOTOELECTRIC BEAMS - Direct an invisible beam across the protected areas which, when broken, activates the alarm.

Pro:	Con:
Useful to protect entrances, exits, corridors and multiple office and kitchen areas.	Subject to detection and vandalism by students if not properly installed.

- SOUND MONITORING - Allows the monitoring personnel to evaluate the alarm situation because they can hear activity in the building.

Pro:	Con:
Detect and evaluate prior to alarm activation. Fewer false alarms.	Expensive. All school bells and telephones must be turned off after school hours.

- FLOOR MATS - Concealed switch in floor mat that is activated by means of pressure on the mat.

Pro:	Con:
Good device for temporary detection. Used in conjunction with other devices.	High wear factor. Small animals can set it off.

- MICROWAVE - Transmits a high-frequency beam which, when activated, trips an alarm.

Pro:	Con:
More concealable.	Most expensive of all.

- ULTRASONIC - High-frequency sound above range of human hearing (20 kilocycles). Device detects motion in the area where device is installed.

Pro:	Con:
Detects any movement.	Greater possibility of false alarms. Wind, falling objects, etc., can activate.

- INFRARED - Also detects motion. Sends out an infrared beam which is activated by body heat as far as 50 feet from device.

Pro:	Con:
Reacts to human movement within area.	Limited to area where device is located.

- PORTABLE SYSTEM - System which can be placed temporarily at any problem area. Can use any combination of detection devices, coupled with transmission system.

Pro:	Con:
Can be set up anywhere, and areas can be protected without permanent installation.	Can be stolen by intruder.

- CLOSED-CIRCUIT TELEVISION - Monitors behavior both during and after school. The system requires installing television cameras around the school.

Pro:	Con:
Can enable one person to monitor an entire building.	Can be most expensive system to purchase.

- PERSONAL ALARM - Works like sophisticated walkie-talkie. Is usually hand held and allows each person carrying one to signal a central monitoring station from any building in case of emergency.

Pro:	Con:
Self-confidence and sense of security for teacher.	Only as good as person monitoring and and the response time.

It is preferable for a school to have its own maintenance program and personnel, rather than utilizing outside companies.

Target areas of vandals and thieves - for alarm system consideration:

- Principal's office and administrative offices.
- Industrial arts and shop.
- Cafeteria and food storage.
- Library and audio-visual storage.
- Band room and instrument storage.
- Business equipment storage.
- Laboratories.
- Gym and locker rooms.
- Hallways.
- Service areas.
- Custodial supply storage.
- Mechanical and electrical rooms.
- Educational supplies.
- Grounds equipment storage.

Security personnel

The thought of having security personnel in schools is a disturbing one to some people, and proposals for such programs - heard in ever-increasing numbers of districts across the country - often spark controversy within the educational community. However, many educators believe such programs are an absolute necessity to respond to serious problems threatening the safety of students and teachers alike. As one observer put it, "At one time I thought having security people in schools meant you didn't like kids, now I know it means you do."

The decisions surrounding the implementation of a security personnel program in a school are important. The decision is complex and must be approached with caution, sensitivity and balanced judgment. The more successful security personnel programs, like those in the Los Angeles, San Diego, San Bernardino and Oakland School Districts, do not resemble paramilitary operations, but are a carefully balanced combination of educational and security functions. The directors and all personnel must have skills beyond technical preparation for the job. A security officer must be able to effectively relate to and work with young people. Their job is not simply to watch and patrol; but rather, to work directly with students to identify and help solve some of the serious problems. The utility of the agent in other than strictly law enforcement activities is a must. Their work is crime prevention, as well as law enforcement, and they should be trained in related areas such as sociology and psychology.

Three options available:

- LOCAL LAW ENFORCEMENT - Many school districts use law enforcement agencies not only for straight security duties, but for counseling and other educational tasks. "Officer Friendly" programs have been used, as have other community relations projects, with success. However, many law enforcement officers are trained only in areas of criminal justice and law enforcement. Often the following occurs:
  - Law enforcement officers may be unsure as to what their precise function in school should be - whether they are there to respond to actual law violations or enforce school policy.
  - Teachers may become unsure as to their role in discipline enforcement.
  - Both administrators and law enforcement officers may be confused as to lines of authority.
  - The constant presence of law enforcement officers who have no other function than to police or patrol creates friction between law enforcement and students. Neither is comfortable with, nor often even prepared for, such an arrangement in an educational setting. This can, however, be overcome by drawing up an agreement with specific functions delineated. Law enforcement officers are highly trained and can be an effective deterrent to crime.
- CONTRACT SECURITY FORCES - These forces can present an effective deterrent to prevent vandalism in the schools, but their purpose is often stopgap. Their accountability is lower, their preparation and training to react to critical situations are less comprehensive and often the commitment and turnaround rate are less than desirable. Short-term, these forces can be

very effective; however, long-term perspective is needed in all considerations. They can be very flexible, which may be a positive factor to consider.

- SCHOOL SECURITY DEPARTMENTS - Many of the principals in the "Safe School Study" mentioned earlier rated school security forces as successful in reducing overall crime rates. In addition, principals rated security personnel as highly dependable; more so, in fact, than electronic detection systems. The successful programs already mentioned each have a director of security who is responsible to either the superintendent or assistant superintendent of a district. They have an operations manual, specific delineation as to function and scope of duties, comprehensive training, and work as a support system to the school. They have established working relationships with a wide range of educational and social service agencies, and they have the support and approval of all elements of the school district. This allows them a great deal of flexibility, as well as well-executed discretionary skills. They are permitted to handle arrests and filing of charges, which better assures unbroken chains of information and better court cases. It should be noted that the Oakland City School District has had a school security force since 1957.

In addition to the three options above, some schools utilize a mixture of security personnel, indicating full-time school security professionals may be preferable for long-term work with school staff and students; police for short-term, high-visibility duties; and contract guards for routine patrol assignments. There is much involved in deciding which type of personnel will work best for an individual school.

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APPENDIX A

School Attendance and Environment Improvement
State Department of Education
Form No. SAE-100 (Rev 6-80)

School-Related Crime Data Report

Reporting period January, 1980, through June, 1980

County-district code

☐ District _____

☐ County _____

I. Incidence of Crime	Number of incidents (1)	Dollar loss (2)	Total number of crimes committed: During school (3)	Total number of crimes committed: Not during school (4)	Comments
A. Crimes against property					
1. Burglary					
2. Larceny					
3. Arson					
4. Broken windows					
5. Other vandalism					
6. Other (specify)_____					
_____					
Total, crimes against property					

	Number of student victims (1)	Number of teacher victims (2)	Number of other school staff victims (3)	Total number of incidents, by location: Hallway (4)	Classroom (5)	Parking lot (6)	Restroom (7)	P.E./rec. area (8)	Cafeteria (9)	Other (10)	Off school campus (11)
B. Crimes against school personnel and students											
1. Homicide											
2. Sex offense											
3. Assault											
4. Robbery											
5. Threats											
6. Other (specify _____											
_____											
Total, crimes against school persons											
C. Total, crimes against persons involving use of weapons											

Page 1 of 4

Instructions

The information requested on this form is required by Education Code Section 32231 (Senate Bill 72, 1979), which calls for the collection of data about programs and incidents related to school crime, violence, and vandalism. All information reported should be based on experiences for the period of the report. Where statistics are not available, report the best available information.

I. Incidence of Crime

Report information about crimes committed against individuals and/or property on school grounds. Include incidents reported to school authorities and/or to law enforcement agencies.

A. Crimes against property. Enter the number of incidents and dollar loss for each type of crime indicated. Also, report the total number based on the time of the incident.

B. Crimes against persons. Enter the total number of students, teachers, and other school staff who were victims of the crimes committed. Include a breakdown of the total number of incidents, by location.

C. Report the number of crimes that were committed against persons and that involved the use of weapons.

D. Victimless crimes. Report both suspected and verified instances of misuse and possession of alcohol and drugs. Report the number of bomb threats. Report the number of weapon-possession incidents. *Do not* include in the count reported in Item D.1 any weapon-related incident involving a victim.

E. Victim-offender matrix of crimes committed. This section is designed to collect information about the offenders and victims in crimes committed on campus. Enter the number of incidents involving the various combinations of persons: student, nonschool person, teacher, other school staff, gangs, and others.

For each category of offender, enter on the line appropriate to each category of victim the total number of incidents that occurred during the reporting period, the total number of offenders, and the total number of victims.

F. Identify the school days (two) on which most of the incidents occurred.

II. Programs/Strategies/Services

A. Report *separately* in A.2 the total cost of capital outlay to reduce school crime. Report the total number of schools in the district in which specific programs and/or strategies are used to deal with school crime. With regard to those programs/strategies, report the following:

- The current cost of maintaining the program/strategy (special lighting, alarms, video monitors, security guards, and so forth). Report personnel costs involved in Item A.1 only if those costs are not included in Item A.3.
- The effectiveness of the program/strategy. Report in columns 1, 2, 3, and 4 the number of schools served by security guards/patrol (Line 3.a) and by campus security aides (Line 3.b). Report in Column 5 the number of individuals employed as security personnel.

B. Report the number of staff who completed training programs concerning school crime. Report the total cost and effectiveness of staff training for the types of programs identified.

III. Student Programs and Services

A. Report the total number of students served and the effectiveness of special counseling programs.

NOTE: Reentry students are those students who were removed from school (expelled and/or remanded to probation or a CYA facility) for disciplinary or other reasons and who are now reentering the regular school program.

B. Report the effectiveness of the special curricula and program activities indicated (lines 1, 2, 3, 4, 5, and 6). Indicate the number of students who are enrolled in alternative education (including independent study and opportunity classes) and restitution work programs (lines 7 and 8). Also check program effectiveness. Report the number of students referred to SARB, and indicate the district's participation cost and the effectiveness of SARB (Line 9).

C. Include under "comments" a brief description of student incentive programs to reduce school crime and violence and any notes and information considered necessary to explain items reported.

Responsibility of the district superintendent. Prepare three copies of the report form. Submit two copies to the county superintendent of schools. Retain one copy for the district files.

Responsibility of the county superintendent. Review the districts' reports and compile an aggregate report for the county. Submit the aggregate report and one copy of each district's report form to the State Department of Education, School Attendance and Environment Unit, 721 Capitol Mall, Sacramento, CA 95814.

The county aggregate report should include the total number of checks entered in the district reports for "levels of effectiveness." Provide a statement assessing the overall problem of school crime in the county. Include recommendations, as necessary, to deal with it.

DEFINITIONS

Arson—The malicious burning of or attempt to burn property belonging to another.

Assault—Inflicting of/or intent with ability to inflict bodily injury upon another.

Bomb threat—Threat of or actual use of incendiary or explosive device, simulated or real.

Burglary—Any unlawful entry to commit a felony or theft, even though force may not have been used to gain entry (also includes attempted burglary).

Larceny (theft of school or private property)—The taking and carrying away of property belonging to another with intent to deprive the rightful owner of its use (also includes attempted larceny).

Robbery—(armed or forceable "shake down" or extortion)—Stealing or taking anything of value from a person by force or violence or fear (includes attempted robbery).

Sex offense (rape, indecent exposure, child molestation, obscene phone calls, sodomy)—An act initiated by a person toward another adult person or a child, such act accompanied by threat, fear, or danger.

Vandalism (to school or private property)—Defacing or destroying another's property.

Weapon—An instrument used in offensive or defensive combat.

P 79 199 DE 11800 6-80 300

D. Victimless incidents (If specific statistics are not available, report estimates.)

1. Weapons possession ☐ 2. Bomb threat ☐ 3. Use of drugs/alcohol ☐

4. Possession of drugs/alcohol ☐ 5. Other (specify) _____ ☐

Total, victimless incidents ☐

Comments (Explanatory remarks)

E. Victim-offender matrix of crimes committed

Victim	Number of incidents, victims, and offenders, by offender																	
	Students as offenders			Nonschool persons as offenders			Teachers as offenders			School staff members as offenders			Gangs as offenders			Other offenders		
	Total number of incidents (1)	Number of offenders (2)	Number of victims (3)	Total number of incidents (4)	Number of offenders (5)	Number of victims (6)	Total number of incidents (7)	Number of offenders (8)	Number of victims (9)	Total number of incidents (10)	Number of offenders (11)	Number of victims (12)	Total number of incidents (13)	Number of offenders (14)	Number of victims (15)	Total number of incidents (16)	Number of offenders (17)	Number of victims (18)
1. Student																		
2. Nonschool person																		
3. Teacher																		
4. School staff member																		
5. Other																		

Total number of gang incidents _____

F. Enter "1" in the appropriate box to show the day of the week on which *most* of the incidents occurred. Enter "2" in the box representing the day of the week with the second highest frequency of incidents. M ☐ Tu ☐ W ☐ Th ☐ F ☐

Page 2 of 4

II. Programs/Strategies/Services	Number of schools involved				Number of persons (5)	Program or service			
	Elementary (1)	Intermediate or junior high (2)	High school (3)	Total (4)		Cost (6)	Level of effectiveness (check)		
							Low (7)	Average (8)	High (9)
A. Security/surveillance									
1. Equipment									
a. Special lighting systems									
b. Building alarm systems									
c. Personal alarm devices									
d. On-site residence(s)									
e. Video (closed circuit) monitors									
f. Security guard equipment (vehicles, radios, and so forth)									
g. Other _____									
2. Capital outlay									
Total, equipment and capital outlay									
3. Personnel									
a. Security guards/patrol									
b. Campus security aides									
Total, personnel									
B. Staff development/training									
1. Law enforcement									
2. Self-protection techniques									
3. Conflict management									
4. Law-related education (staff)									
5. Other_____									
_____									
Total, staff development/training									

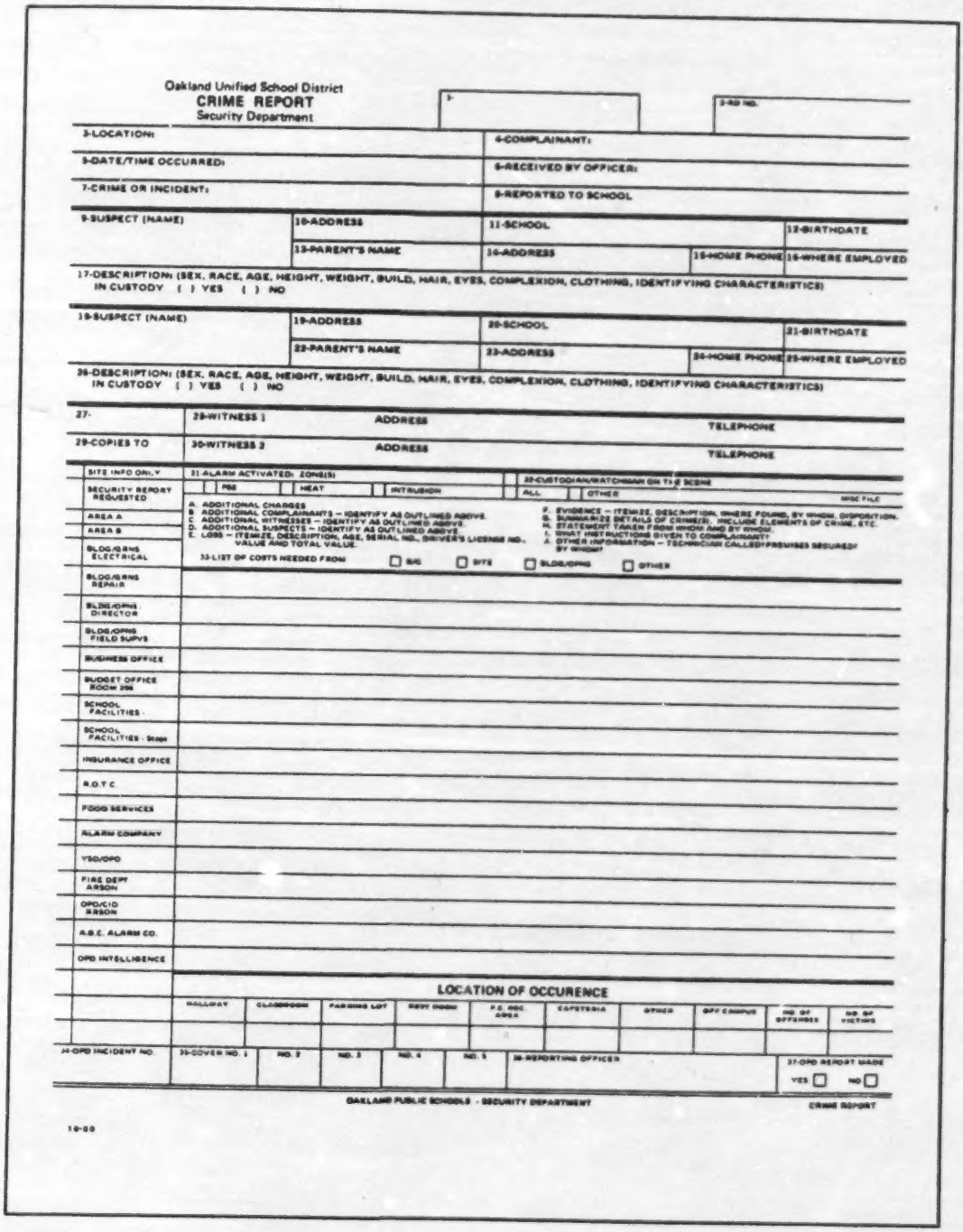
III. Student Programs and Services	Number of students				Program or service			
	Elementary (1)	Intermediate or junior high (2)	High school (3)	Total (4)	Cost (6)	Level of effectiveness (check) Low (7)	Average (8)	High (9)
A. Special counseling programs								
1. Disruptive youth								
2. Habitual truants								
3. Reentry students								
4. Other _____								
_____								
Total, counseling programs								
B. Special curricula/programs/services								
1. Student rights								
2. Student review of school policy								
3. Law-related education								
4. Community-based diversion								
5. Youth employment								
6. Incentive programs								
7. Alternative education								
8. Restitution work								
9. School Attendance Review Board								
10. Other (specify) _____								
_____								
Total curricula/programs/services								

C. Comments (Brief description of special incentive programs and/or explanatory remarks)

Prepared by _____ Phone _____
Name, signature, and title

Page 4 of 4

APPENDIX B



Oakland Unified School District
CRIME REPORT
Security Department

1- | 2-RD NO.

3-LOCATION: | 4-COMPLAINANT:

5-DATE/TIME OCCURRED: | 6-RECEIVED BY OFFICER:

7-CRIME OR INCIDENT: | 8-REPORTED TO SCHOOL

9-SUSPECT (NAME) | 10-ADDRESS | 11-SCHOOL | 12-BIRTHDATE

13-PARENT'S NAME | 14-ADDRESS | 15-HOME PHONE | 16-WHERE EMPLOYED

17-DESCRIPTION: (SEX, RACE, AGE, HEIGHT, WEIGHT, BUILD, HAIR, EYES, COMPLEXION, CLOTHING, IDENTIFYING CHARACTERISTICS)
IN CUSTODY ( ) YES ( ) NO

18-SUSPECT (NAME) | 19-ADDRESS | 20-SCHOOL | 21-BIRTHDATE

22-PARENT'S NAME | 23-ADDRESS | 24-HOME PHONE | 25-WHERE EMPLOYED

26-DESCRIPTION: (SEX, RACE, AGE, HEIGHT, WEIGHT, BUILD, HAIR, EYES, COMPLEXION, CLOTHING, IDENTIFYING CHARACTERISTICS)
IN CUSTODY ( ) YES ( ) NO

27- | 28-WITNESS 1 | ADDRESS | TELEPHONE

29-COPIES TO | 30-WITNESS 2 | ADDRESS | TELEPHONE

SITE INFO ONLY

SECURITY REPORT REQUESTED

AREA A

AREA B

BLDG/GRNS ELECTRICAL

BLDG/GRNS REPAIR

BLDG/OPNS DIRECTOR

BLDG/OPNS FIELD SUPVS

BUSINESS OFFICE

BUDGET OFFICE ROOM 206

SCHOOL FACILITIES

SCHOOL FACILITIES - Skops

INSURANCE OFFICE

R.O.T.C.

FOOD SERVICES

ALARM COMPANY

YSO/OPD

FIRE DEPT ARSON

OPD/CID ARSON

A.B.C. ALARM CO.

OPD INTELLIGENCE

31-ALARM ACTIVATED: ZONE(S)
PBS | HEAT | INTRUSION

32-CUSTODIAN/WATCHMAN ON THE SCENE
ALL | OTHER

A. ADDITIONAL CHARGES
B. ADDITIONAL COMPLAINANTS – IDENTIFY AS OUTLINED ABOVE.
C. ADDITIONAL WITNESSES – IDENTIFY AS OUTLINED ABOVE.
D. ADDITIONAL SUSPECTS – IDENTIFY AS OUTLINED ABOVE.
E. LOSS – ITEMIZE, DESCRIPTION, AGE, SERIAL NO., DRIVER'S LICENSE NO., VALUE AND TOTAL VALUE.
F. EVIDENCE – ITEMIZE, DESCRIPTION, WHERE FOUND, BY WHOM, DISPOSITION.
G. SUMMARIZE DETAILS OF CRIME(S). INCLUDE ELEMENTS OF CRIME, ETC.
H. STATEMENT TAKEN FROM WHOM AND BY WHOM.
I. WHAT INSTRUCTIONS GIVEN TO COMPLAINANT?
J. OTHER INFORMATION – TECHNICIAN CALLED? PREMISES SECURED? BY WHOM?

33-LIST OF COSTS NEEDED FROM ☐ B/G ☐ SITE ☐ BLDG/OPNS ☐ OTHER

LOCATION OF OCCURENCE

HALLWAY	CLASSROOM	PARKING LOT	REST ROOM	P.E. REC. AREA	CAFETERIA	OTHER	OFF CAMPUS	NO. OF OFFENDERS	NO. OF VICTIMS

34-OPD INCIDENT NO. | 35-COVER NO. 1 | NO. 2 | NO. 3 | NO. 4 | NO. 5 | 36-REPORTING OFFICER | 37-OPD REPORT MADE YES ☐ NO ☐

OAKLAND PUBLIC SCHOOLS - SECURITY DEPARTMENT — CRIME REPORT

10-80

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

Security Department
INCIDENT REPORT

REPORT #
PD/SO #

- ☐ 459 PC — Burglary
- ☐ 488 PC — Petty Theft
- ☐ 594 PC — Vandalism
- ☐ 487 PC — Grand Theft
- ☐ 626.8 PC — Loitering
- ☐ 211 PC — Robbery
- ☐ 242 PC — Battery
- ☐ 245 PC — Assault with a Deadly Weapon
- ☐ Arson
- ☐ Possession of a Weapon
- ☐ Possession of Narcotics
- ☐ Incident Report _____
- ☐ Other Crime _____

Location of Occurrence (Firm Name, if any)						Zip Code	School/Patrol Area
Date/Time Reported	Mo	Day	Year	Day of Week S M T W T F S	Time	Date/Time Occurred	
VICTIM/OWNER (Last Name First)				Address		City	Zip Code	Residence Phone
DOB	Age	Race - Sex		Occupation		Business Address/School		Business Phone
INFORMANT				Address		City	Zip Code	Residence Phone
DOB	Age	Race - Sex		Occupation		Business Address/School		Business Phone
SUSPECT NO 1				Address		City	Zip Code	Residence Phone
DOB	Age	Race - Sex		Occupation		Business Address/School		Business Phone
SUSPECT NO 2				Address		City	Zip Code	Residence Phone
DOB	Age	Race - Sex		Occupation		Business Address/School		Business Phone

No Arrested	No Suspects Outstanding	Description

Tools/Wpns./Means Used

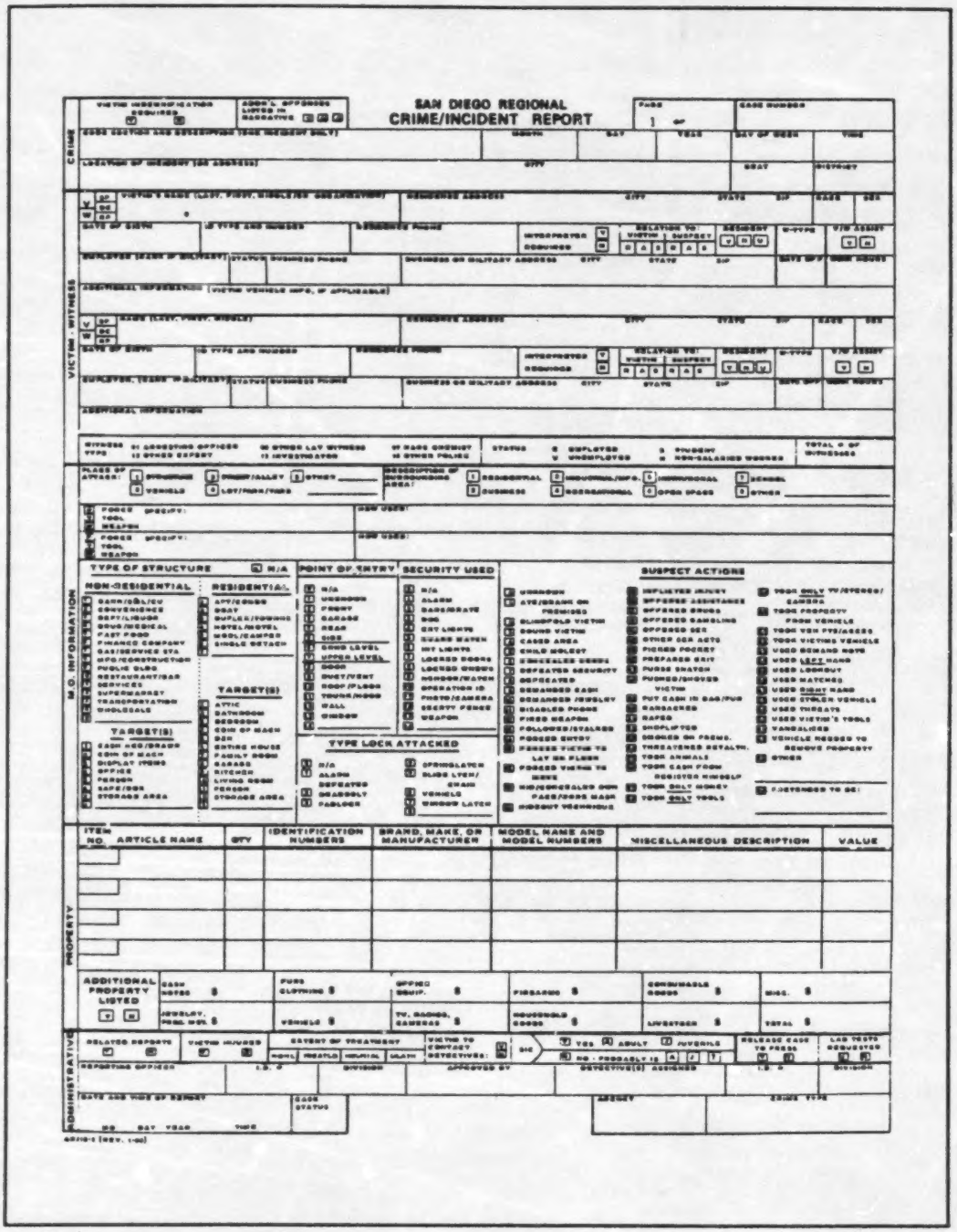
Point(s) where entrance was made

Type Property Taken	Value	Police Investigation Sheriff ☐ City PD ☐	Time Notified	Time Arr	Time Dep
Type Property Recovered	Value	Officer(s)		Police Identification Yes ☐ No ☐	
How Detail was Received Radio ☐ Citizen ☐ On Sight ☐					

Remarks

Reporting Officer (Type or Print)	Signature of Reporting Officer	Badge Number	Date/Time
Further Action Yes ☐ No ☐	Reviewed/Approved By		Date/Time

Routing SU 31 (Rev. 11 79)	File ☐	Asst. Supt. Admin. Services ☐	Business Office ☐	Bldg. Services ☐	Principal ☐	PD/SO ☐	DA ☐	Juv ☐	Other ☐



SAN DIEGO REGIONAL
CRIME/INCIDENT REPORT

CRIME

VICTIM / WITNESS

M.O. INFORMATION

PROPERTY

ADMINISTRATIVE